

Indiana Department of Education

2011 Fine Arts Textbook Adoption Scoring Rubric

MIDDLE LEVEL EXPLORING MUSIC GRADE 8

Middle Level Exploring Music Grade 8 is based on the Indiana Academic Standards for Exploring Music. Students taking this course are provided with activities that build on Kindergarten through Grade 6 musical knowledge and skills. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

Middle Level Exploring Music Grade 8 Checklist

Standard 1 – Performing Music: Signing alone and with others

Students sing independently and in groups, applying good vocal technique and exploring the changing voice. They sing music of various styles and cultures appropriately and expressively. Students sing accompanied and unaccompanied in unison and parts, from memory, and using a musical score. They follow the directions of a conductor.

- ___ 8.1.1 Sing independently and in ensembles maintaining good breath control, pitch, diction, tone quality, and posture.
- ___ 8.1.2 Explore the changing voice and expanding vocal range.
- ___ 8.1.3 Sing expressively with attention to dynamics, phrasing, and articulation.
- ___ 8.1.4 Sing songs of various styles and cultures with sensitivity to performance practices, accurate pronunciation, and appropriate movement.
- ___ 8.1.5 Sing unison and part songs, partner songs, rounds, and songs with ostinatos, a cappella and with varied accompaniment.
- ___ 8.1.6 Sing using a score and from memory, following the directions of a conductor

Standard 2 – Performing Music: Playing an instrument alone and with others

Students play melodic, harmonic, and rhythmic parts independently or in ensembles with correct technique, steady tempo, and appropriate style and dynamics. They follow the directions of a conductor.

- ___ 8.2.1 Play melodic, rhythmic, and harmonic patterns by rote and by reading.
- ___ 8.2.2 Play pitched and non-pitched classroom instruments using correct techniques for producing sound.
- ___ 8.2.3 Play I, IV, and V chord patterns independently or as part of an ensemble.
- ___ 8.2.4 Play melodies and accompaniments of various styles and cultures independently or in ensembles.
- ___ 8.2.5 Play melodies, accompaniments, and ensemble parts expressively with correct rhythms, tempos, and dynamics.
- ___ 8.2.6 Maintain an independent part on an instrument in a group while following the cues of a conductor.

Standard 3 – Creating Music: Improvising melodies, variations, and accompaniments

Students improvise sung or instrumental melodies and accompaniments. They create improvisations based on traditional and blues scales and chord progressions.

- ___ 8.3.1 Improvise short melodies and variations using the blues scale with and without accompaniment, based on aural examples.
- ___ 8.3.2 Sing an improvised blues melody with scat syllables.
- ___ 8.3.3 Improvise harmonic accompaniments with primary and blues chord progressions.

Standard 4 – Creating Music: Composing and arranging music within specified guidelines

Students compose short melodies and accompaniments, make simple arrangements for a variety of voices and instruments, and create accompaniments for existing visual pieces.

- ___ 8.4.1 Compose melodies and accompaniments for given texts.
- ___ 8.4.2 Create vocal or instrumental sound effects to accompany a visual element such as a pantomime.
- ___ 8.4.3 Arrange a given part song by re-assigning voice or instrumentation for each part using traditional or electronic sources.

Standard 5 – Responding to Music: Reading, notating, and interpreting music

Students read and notate music in the treble and bass clefs and play or sing melodies in various keys and meters. They use appropriate musical terminology relating to dynamics, tempo, articulation, and expression.

- ___ 8.5.1 Read, notate, and perform music using whole, half, dotted half, quarter, dotted quarter, eighth, sixteenth, and dotted eighth notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 and alla breve meters.
- ___ 8.5.2 Identify and notate rhythms and melodies from aural examples.
- ___ 8.5.3 Play or sing simple melodies in a variety of key signatures in treble and bass clefs using solfège, note names, or numbers.
- ___ 8.5.4 Identify and apply musical terms for dynamics, tempo, articulation, and expression.
- ___ 8.5.5 Identify examples of non-standard notation.

Standard 6 – Responding to Music: Listening to, analyzing, and describing music

Students recognize, identify, and describe musical elements, styles, and works from various periods and cultures. They distinguish vocal and instrumental timbres.

- ___ 8.6.1 Identify and describe musical elements such as rhythmic and melodic ideas, tonality, form, expressive qualities, and timbre through discussion, writing, or illustration, including how these elements might convey a particular emotion or mood.
- ___ 8.6.2 Identify musical forms in aural examples.
- ___ 8.6.3 Identify and use appropriate terminology to describe various musical styles, genres, cultures, and time periods.
- ___ 8.6.4 Identify instruments and voice types in aural examples of music from different styles, genres, cultures, and historical periods.

Standard 7 – Responding to Music: Evaluating music and music performances

Students determine characteristics of effective musical compositions and performances and evaluate them based on collaboratively developed rubrics.

- ___ 8.7.1 Define and discuss characteristics of a variety of effective musical works such as repetition and contrast and rhythmic and melodic interest. Identify these characteristics in music heard in the classroom or independently.
- ___ 8.7.2 Listen to and compare examples of a particular style or genre using basic music terminology.
- ___ 8.7.3 Identify characteristics of effective performance of various styles of music and create a rubric to evaluate specific examples.

Standard 8 – Responding to Music: Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify and compare elements common to music and disciplines across the curriculum. They respond to music and other arts using various means of expression and explore ways to enhance understanding of themes or topics through interdisciplinary activities.

- ___ 8.8.1 From a list of the elements of music, the elements of art (line, color, shape, value, texture, form, and space), and the principles of design (unity, variety, emphasis, balance, proportion, pattern, and rhythm), identify and map correlations with dance, drama, and other curricular areas and describe their applications in various disciplines.
- ___ 8.8.2 Interpret an example of absolute music, such as a movement from a Mozart concerto, through drawing and poetry or descriptive writing.
- ___ 8.8.3 Respond to a work of art, such as a painting by Jackson Pollock, using classroom instruments and descriptive writing.
- ___ 8.8.4 Respond to specific writing prompts such as, “Do you believe that music study and experience affect understanding and achievement in other subject areas and if so, why and how?”
- ___ 8.8.5 Explore a concept such as “belonging” through interdisciplinary connections that include music performance, dramatization, related art, reading, writing, or other activities.

Standard 9 – Responding to Music: Understanding music in relation to history and culture

Students recognize and experience music that influenced cultural trends of the past as well as that of contemporary cultures. They consider the place of music in our culture and identify career opportunities.

- ___ 8.9.1 Investigate past and contemporary uses of music to influence societal change related to issues such as human rights or the right to vote.
- ___ 8.9.2 Listen to specific excerpts and examples of program music related to historical events in Asia, Africa, Europe, and the Americas such as Beethoven’s “Eroica” Symphony and Copland’s *Fanfare for the Common Man*, and place them on a timeline.
- ___ 8.9.3 Investigate the origins and development of American musical genres such as jazz, musical theatre, rock, or hip hop, including recognized musicians within each genre.
- ___ 8.9.4 Identify performing artists from recent decades that influenced American culture, find

examples of their songs, and discuss how specific songs reflected the culture at a particular time.

- ___ 8.9.5 Respond to specific writing prompts such as, “If the school curriculum today did not include the study and performance of music, what do you think the effect might be?”
- ___ 8.9.6 Explore the roles of music and musicians in various cultures including our own, and identify potential careers in music and the necessary educational preparation.